

**Recommendations by the Accreditation Team and Report of the  
Accreditation Visit for Professional Preparation Programs at  
Manteca Unified School District**

**Professional Services Division**

**March 2012**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at Manteca Unified School District. The report of the team presents the findings based upon reading the Site Visit Documentation, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions  
For all Programs offered by the Institution**

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	N/A		
9) Assessment of Candidate Competence	X		

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Induction Clear Credential	6	X		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of Site Visit Documentation
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution:** Manteca Unified School District

**Dates of Visit:** February 27-29, 2012

**Accreditation Team Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study and documents posted on a website prepared by the program for the site visit team; additional supporting documents available during the visit; interviews with program leadership, district administrators, school site administrators, Personnel Department staff, support providers, participating teachers, completers, credential analyst, program support staff, IHE partners, and Advisory Council members, along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all eight Common Standards are **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the Induction Program. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The CTC accreditation team found that all program standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, *FACT* portfolios, and interviews with program leadership, district administrators, school site administrators, Personnel Department staff, teachers' association representation, credential analyst, program support staff, Institutes of Higher Education representatives, support providers, participating teachers, completers, and Advisory Council members. Due to the finding that all Common Standards are **Met**, and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

- (1) On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

**Advanced Credentials:**

Multiple/Single Subject Induction

- (2) Staff recommends that:

- The institution's response to the preconditions be accepted.
- Manteca Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Manteca Unified School District continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

**Accreditation Team**

**Team Leader:**

**Anna W. Moore**

Monterey County Office of Education

**Common Standards Cluster:**

**Patricia Sheehan**

Orange County Office of Education (retired)

**Program Sampling Cluster:**

**Barbara Billich**

San Lorenzo Unified School District

**Staff to the Accreditation**

**Cindy Gappa**

Consultant

**Documents Reviewed**

Agendas and Newsletters  
Common Standards and linked evidence  
Biennial Report and Feedback  
Program Summary  
FACT Portfolios  
Induction Handbook  
Survey Results  
Program Assessment Feedback  
Biennial Report Feedback  
Schedule for Program Events  
Communication Documents  
Advisement Documents  
Selection Criteria, Applications  
Program Budget  
Participating Teacher Completion Data

Evaluation Data from Network Meetings  
Portfolio Review Feedback  
Bridging Documents  
Time Logs  
Match Feedback Forms  
Job Descriptions/Resumes  
Organizational Charts  
MOUs  
SP Application Packet  
Training Schedules  
Program Brochure  
Intake Form  
Advisory Council Meetings

### Interviews Conducted

First Year Candidates	11
Second Year Candidates	6
Completers	13
Site Administrators	7
Institutional Administration	3
Program Coordinators	1
Professional Development Providers	1
Support Providers	15
IHE Representative	1
Advisory Council Members	8
Program Support Staff	1
Credential Analyst	1
Program Support Staff	1
<b>Total</b>	<b>69</b>

### Background information

Manteca Unified School District (MUSD), formed in 1966, is located in the heart of the Central Valley in Southern San Joaquin County, between the larger communities of Stockton and Modesto. The district is governed by a 7 seven-person school board.

The District serves a generally suburban population located in an agricultural area. The 113 square mile school community serves the cities of Manteca and Lathrop, as well as the communities of French Camp and Weston Ranch.

The district enrollment is currently 23,096 children and according to the 2009 Language Census, English Learners comprise 18% of this total.

The release of the most recent Adequate Yearly progress (AYP) Report indicated that the District met 42 or 46 of its growth targets, but did not meet all of them. As a result, the Manteca Unified School District has entered Year 3 or Program Improvement, Corrective Action. District and school site staff have identified and analyzed district needs, and the District has begun revising the LEA Plan to address them.

Based on the 2008 CBEDS data, the following ethnicities are represented: 1) White (not Hispanic) – 28.5%; 2) Hispanic or Latino – 46.4%; 3) African American – 9.5%; 4) Filipino – 6.7%; 5) Asian – 6.1%; 6) American Indian or Alaskan Native – 1.3%; 7) Pacific Islander –

1.1%; and 8) Multiple or No Response – 0.6%. The District employs 1,134 certificated and 901 classified employees.

MUSD is currently comprised of 20 elementary schools serving grades K-8 with student populations ranging from 403 to 1,314 students. There are currently five comprehensive high schools with 726 to 1,548 students. In addition, there are two alternative high schools, a community day school for grades K-6 and 7-12, and the adult education program serves 5,695 students annually. The District's School Readiness program serves 778 children in preschool classes.

The superintendent is deeply committed to the induction program and sees beginning teacher support as key to student academic success. The superintendent stated, "Induction is infused into what the district does." The school board and union are also supportive of the program.

### **Education Unit**

The Manteca Unified School District Induction Program is a single district program situated in the Personnel Services Department. The Assistant Superintendent heads the department. The Director of Certificated Personnel serves as the Induction Program Director. A full-time coordinator leads the day to day implementation of the program. The Leadership Team includes the director, the coordinator and the support person.

The Advisory Council includes the director, coordinator and representatives from the following stakeholders: site administrators, union, support providers, participating teachers and IHEs.

Funding reductions resulting from California's deep cuts to education created great change for the induction program between 2008 and 2010. In 2008-2009 the district laid off over 200 teachers. In 2009-2010, the Induction Program dropped from approximately 180 Participating Teachers (PTs) served to under 20 PTs served. In 2010-11, the director left to become a site administrator in the district and the personnel director took over director responsibilities. The BTSA coordinator left the district in November 2010, and in December of 2010 a new coordinator was hired to serve the six PTs. This year 18 PTs are served by 12 Support Providers (SPs). The new director and coordinator have worked diligently with the changing context to ensure service to new teachers.

The program had a total of 14 PTs complete the program in 2009-2010. There were no Early Completion option candidates. The PT/SP ratio was 8:1. During the 2010-2011 school year, the program had two completers and one Early Completion Option teacher. The PT/SP ratio was 6:1. In 2011-12, the PT/SP ratio is predominately 1:1.

**Table 1**  
**Program Review Status**

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (2010-11)	Agency or Association Reviewing Programs
Induction	14	6	CTC

## The Visit

A three member team reviewed documentation and interviewed stakeholders over a 3 day period, from February 27 to February 29, 2012.

### Standard 1: Educational Leadership

#### Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

The Manteca Unified School District Induction Program, housed in the Personnel Department, has an articulated vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The Vision Statement clearly provides direction for the Induction Program. The vision statement asserts that the program goal is, "...to prepare candidates to meet the academic learning needs of all P-12 students and retain high quality teachers that are reflective and attentive to the needs of their students."

The district embraces the concept that learning to teach is a life-long, developmental process. Professional growth opportunities are valued throughout the district and program administrators collaborate with site administrators and the Advisory Council to ensure candidates are provided with a variety of professional development opportunities based on their individual needs. The professional growth opportunities result in the development of a learning community creating a culture that is clearly the foundation of the program's success.

The Induction Program leadership, support providers, and advisory council are composed of relevant stakeholders that are actively involved in the organization, coordination and governance of the professional induction program. The Advisory Council is comprised of candidates, site administrators, program administrators, union and IHE representatives. In addition, support providers and candidates come together as a group, for training around FACT and the induction standards. A variety of trainings are provided by the program coordinator and district teacher leaders. Utilizing local experts as trainers enables the trainings to be customized to best meet the needs of the candidates while reflective of district goals and culture.

Interviews with district administration revealed a strong foundation of support for the maintenance and growth of the MUSD Induction Program. It is expected that the number of candidates in the program will increase in the coming years. The director and coordinator have the authority and support to administer the program. The Superintendent stated his confidence in the funding and maintenance of the program such that it may be implemented with integrity and

professionalism. Further, the Advisory Council represents the interests of each stakeholder group represented in the program and provides input based on survey analysis, as to how to improve the program to best meet the needs of the candidates.

The Induction Program ensures that candidates have met all requirements, which are evident in their portfolios and in the Induction database. Verification of completion is approved by the coordinator who in turn, informs the credential analyst through production of the 41- Induction recommendation letter. The Personnel Department processes the recommendation for a clear credential for candidates who have completed all program requirements.

## **Standard 2: Unit and Program Assessment and Evaluation**

### **Standard Met**

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

The MUSD Induction Program implements an ongoing assessment and evaluation system for program evaluation and improvement as evidenced in surveys and evaluations of Networking Sessions and program related professional development. The Induction Coordinator reviews the formative feedback forms on a regular basis, and highlights areas of concern. Identified areas of need are addressed personally by the Coordinator in a timely fashion.

Candidates, support providers, and site administrators have the opportunity to participate in the evaluation process designed to examine program quality and effectiveness. Program evaluation is based on a variety of evaluation components including forms collected from participants after professional development and training sessions. Data from stakeholder feedback is collected and analyzed from the Mid-year Participating Teacher Survey, Match Feedback Form, and the end-of-year State Survey. As part of evaluating program effectiveness, the MUSD Induction Program also administers the Quality of Support Survey to candidates twice each year.

The Manteca USD has established the Induction Advisory Council, which meets two times each year. Program evaluation information is shared with the Council who review and offer insight and feedback to program leaders on program improvement. When interviewed, the Advisory Council provided examples of professional development that was initiated as a result of information gained during Advisory Council meetings. The portfolio review process is an important component in reviewing candidate qualifications and competence and serves as a springboard for program improvement.

### Standard 3: Resources

#### Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

The Manteca USD supports the MUSD Induction Program with the necessary resources to prepare candidates effectively to meet the state-adopted content areas as they teach. For example, the program will pay for substitute teachers to allow the candidates the opportunity to observe other teachers who teach in the same content areas and utilize effective, research-based strategies. Site administrators support the candidates with site-based resources.

The MUSD Induction program utilizes allocations from Title II, Part A to fund the full-time support person, coordinator, and support provider positions. Proximity to the personnel department, credential analyst and other certificated staff supports the smooth entrance of candidates into the BTSA Induction Program. Throughout the two-year program the candidates work with their assigned support providers. They receive curriculum and professional development opportunities.

Candidates receive an orientation to the program soon after they are accepted into the program. The District provides office facilities within the personnel department for management of the BTSA Induction Program. Appropriate facilities are readily available for staff to utilize when providing support providers and candidates with professional development.

The Director of Certificated Personnel has the responsibility for the Induction and Teacher Development programs. This individual directs the Induction Program and has the authority appropriate to the scope of the program and oversees the details of program design, implementation, and resource allocation within the Personnel Department. The Director holds the authority within the district to be able to develop, collect, manage, and submit all documentation for the Induction Program. The administrative secretary assists them in logistical and organizational tasks and in supporting program stakeholders.

The Director and Coordinator collaborate prior to the year to determine the fiscal needs of the program. The Director then presents the program budget to the Assistant Superintendent for approval. The budget is then shared with the Senior Director of Business Services/CBO who approves release of the funds. To date, due to the current fiscal climate, the program is functioning on a skeletal budget. However, the superintendent and assistant superintendent are clearly supportive of providing funds to support program growth.



## Standard 4: Faculty and Instructional Personnel

### Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Resumes indicate that the Induction Director and Coordinator have experience and expertise in designing, implementing, monitoring, and assessing programs effectively. Currently the Induction Coordinator serves as the Professional Development Provider for the program. The previous Director is an active member of the Advisory Council and continues to share her expertise in the field of teacher development. Both District and Site administrators are involved in the selection of support providers. Stakeholders consistently acknowledged the high regard held for the program coordinator.

Program leaders, professional development providers (PDPs), and support providers, chosen through an application process, exhibit their knowledge of academic content standards, frameworks, and accountability systems that drive the curriculum of public schools. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Site administrators collaborate and share ideas with each other as to how best to facilitate candidates' success in utilizing best practices around student achievement of academic content standards.

The Personnel Department adheres to Federal and State non-discriminatory hiring practices. The district has made a great effort in the hiring of staff that is reflective of the society they serve. Similarly, the support provider pool is reflective of this hiring practice. Interviews with support providers reveal that they are provided opportunities to reflect on a diverse society and are knowledgeable about diverse abilities, culture, language, ethnic, and gender diversity.

The BTSA Induction leadership collaborates with site administrators to ensure that each participating teacher has opportunities to develop relationships on site that facilitate professional growth. Program leaders, PDPs and support providers collaborate regularly and systematically throughout the school year for skill-building and networking purposes. The professional developers have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

The Director regularly exchanges ideas regarding teacher development with directors at two IHEs. The Induction program provides opportunities for professional development provider training at Statewide and Cluster meetings and trainings. Support provider development is provided through trainings for FACT and mentoring skills. Network meetings with candidates are another venue for support provider development. Training schedules, agendas, and sign-in-sheets, attest to the involvement of all PDPs and support providers in on-going training over a period of two years.

Evidence from stakeholder interviews and documentation indicate that collaboration between the Director of Certificated Staff/Induction Teacher Development, and the Senior Directors of Elementary and Secondary Education, and Student Services/Special Education is lacking. Teachers in the field benefit from coordinated district office efforts. Regular and systematic collaboration between the Director of Certificated Staff/Induction Teacher Development and the Directors of Elementary and Secondary Education, and Student Services/Special Education are needed to better support the candidate.

The Induction Program regularly evaluates the performance of the professional development providers and the support providers formally and informally. Informal observations and anecdotal evidence is collected when candidates and support providers work together during training sessions. Informal anecdotal evidence is collected from focused conversations with candidates and support providers. The Induction Program leaders evaluate the performance of PDPs by using a formal evaluation tool following each training session. Match Feedback Forms, Quality of Support Surveys, State Survey, and End-of-Year Match Request documents provide additional means of evaluating the effectiveness of staff in support of candidates.

## **Standard 5: Admission**

### **Standard Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.
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The Manteca USD Induction Program implements an effective process of admission by working closely with their Personnel Department and using the Eligibility Chart to identify teachers who qualify for the Induction program. Their process supports their ability to advise candidates of their responsibility to enter a professional teacher induction program within 120 days of the start of their initial teaching contract. An interview with the Assistant Superintendent of Personnel revealed a clear path for admission that adheres to Commission-adopted requirements.

MUSD is an equal opportunity employer that admits a diverse set of candidates on the basis of an appropriate educational position and possession of a valid preliminary teaching credential. The Manteca Induction program serves eligible candidates in the Manteca Unified School District that adheres to federal and state non-discriminatory hiring practices. Personnel

Department staff shared that the district actively recruits teachers throughout California reflect the diverse populations of the communities they serve. Intake forms are used as a tool to determine candidate eligibility for induction during the hiring process.

As part of the Ed-Join application process, candidates are asked to provide three letters of reference, NCLB information, a resume, and a letter of introduction. In the application itself, candidates are required to list pre-professional experiences, personal characteristics, communication skills, basic academic skills, and qualifications/or experience to work with minority groups and multi-ethnic programs. Further, the Superintendent and Assistant Superintendents belief in equity and diversity is seen by the staff as a significant factor in the hiring process. This procedure ensures that all candidates are sensitive to California's diverse population and have prior experiences that suggest a strong potential for professional effectiveness.

#### **Standard 6: Advice and Assistance**

#### **Standard Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Qualified Manteca Unified School District (MUSD) staff is assigned and available to advise participating teachers about their academic, professional and personal development, and to assist in their professional placement. The Coordinator works collaboratively with the Personnel Department in the advisement of candidates for identification and participation in the induction program.

The Induction program leaders meet individually with PTs entering the program from a variety of paths, such as out-of-state prepared teachers, teachers coming from intern programs, and teachers coming from other Induction Programs. Based upon a review of the candidate's prior experience, the regulations of the Commission on Teacher Credentialing (CTC), and District regulations, these new candidates are provided with information regarding Induction program options (such as the Early Completion Option) that allow the coordinator to tailor the program to the individual needs of the incoming candidates.

Candidates are advised about their involvement in the Induction program through a planned process that provides formative feedback about candidates' progress toward completion of the program and for arriving at recommendation for a clear teaching credential recommendation. The process includes a formal intake meeting with individual candidates for the purpose of setting professional growth goals. Orientation provided by the coordinator includes information regarding attendance at Networking Meetings, Professional Development, and guidance for reflective conversations with their support provider. The newsletter, "BTSA Banter" provides candidates, other teachers, and site/district administrators with up-to-date information. The Blog

is a conduit for information flowing from the Induction coordinator, through the Induction director, to the Assistant Superintendent. Candidates shared that the coordinator reviews FACT documents and Communication Logs on an on-going basis and provides timely and appropriate feedback.

The MUSD Induction Program provides multiple layers of assistance for candidates to ensure they are fully prepared for advancement in the education profession. Interviews with all stakeholders revealed a culture of support that is pervasive throughout the district. If a candidate demonstrates they need additional support to complete the induction process, there is a clear line of communication to the coordinator who collaborates with the support provider and site administrator to ensure the needs of the candidate are met.

Each participating teacher maintains a portfolio of formative assessment work showing application of CSTP and Induction Standards in the classroom. A Portfolio Preparation Guideline document assists participating teachers and support providers in the readying of the portfolios for review. A Portfolio Review Schedule gives candidates the dates that modules of the FACT curriculum are to be ready for review throughout the year for pacing purposes. Portfolios are reviewed by BTSA Induction staff and are returned with individual feedback to candidates to monitor progress through the BTSA Induction requirements. The culminating portfolio review results in recommendation for a clear credential or referral for remedial work.

#### **Standard 7: Field Experience and Clinical Practice**

#### **Standard Met**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

The MUSD Induction Program leaders collect information from representatives of all stakeholder groups and then design, implement, and regularly evaluate the Induction program based on state directives, and state-wide and local program feedback. The Induction program consists of a planned sequence of field-based (classroom) formative assessment process, guided by a support provider. The two-year Formative Assessment for California Teachers (FACT) curriculum requires on-going meetings between candidates and their support providers that focus on the CSTP, Induction Standards, and state-adopted K-12 academic content standards. These meetings provide individualized support for the candidates as they carry out the inquiry-based formative assessment activities embedded in the content of their academic curriculum.

The Induction program leaders work closely with Site Administrators to select the best possible support provider for each participating teacher. Well-defined selection criteria, support provider responsibilities, and the selection process are explained in the Support Provider Application

Packet. The responsibilities of support providers and the selection criteria are reviewed with administrators prior to their nomination. Support Provider responsibilities are also reviewed at the time of the support provider interview, and on an ongoing basis during program trainings. Site Administrators stated they see the working relationship between themselves, participants, and the Induction Program Coordinator as a positive and necessary support for the new teachers at their sites.

Working with their support providers, participating teachers have opportunities, through a structured formative assessment of their classroom practice, to understand and address issues of diversity that affect school climate, teaching and learning, and to help participating teachers develop research-based strategies for improving student learning. Through interaction with the FACT curriculum during training sessions as well as everyday on the job, participating teachers, with guidance from support providers, have the opportunity to practice their application of research-based teaching practices and assess their teaching skills based on the Continuum of Teaching Practices. The MUSD Induction Program and site administrators also support the candidates by providing opportunities for them to observe experienced teachers. Candidates reported they consider this activity to be one of the most valuable in reflecting on and refining of their own teaching practice.

#### **Standard 8: District-Employed Supervisors**

**N/A for BTSA Induction**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.
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#### **Standard 9: Assessment of Candidate Competence**

**Standard Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.
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The MUSD Induction Program utilizes the FACT formative assessment system. Participating teachers assemble evidence in their Induction Portfolios showing completion of all FACT modules. In addition, candidates are observed by a trained support provider, and are provided feedback as per the Plan, Teach, Reflect, and Apply Cycle. Completion of FACT modules requires the teachers to apply and demonstrate the knowledge and skills necessary to effectively teach diverse students and apply state-adopted academic standards. Manteca candidates are also given several opportunities to observe veteran teachers, and then apply their learning to their own practice. During the final Portfolio Review, the Induction Portfolios are assessed using a clearly defined process for completion that leads to a recommendation for a Clear Credential, or to engage in remediation to ensure maintenance of high standards for completion.

The program has a clearly defined process that verifies that participating teachers complete all requirements before recommending them for the credential. This process includes a culminating Induction Portfolio review of the participating teacher's knowledge and skills as demonstrated through interaction with the state-adopted FACT formative assessment curriculum. The FACT curriculum demands the application of the CSTP, the Induction Standards, and the state-adopted frameworks and curriculum materials in one content area in the context of the participating teacher's practice.

## **Manteca Unified School District Credential Program**

### **Findings on Standards**

#### ***Program Design***

The Manteca Unified School District (MUSD) Induction Program is overseen by the Director of Certificated Personnel and the Induction Program Coordinator. Both individuals are also responsible for the PAR Program. The day-to-day leadership of the program is carried out by the Program Coordinator. The Induction Program staff consists of the Director, the Coordinator, and a program secretary. Currently the Program uses classroom-based Support Providers. The Induction Program is fully supported by district leadership, including the Superintendent. Candidates and support providers consistently reported that the Program Coordinator effectively responded to needs of participants in a timely manner. Other stakeholders also noted the efficiency and effectiveness of program administration by the Coordinator.

The MUSD Induction Program is housed in the Personnel Department and the director is a member of the personnel administrative team. At weekly administrative meetings, the director communicates relevant information about Induction events, formative assessment results, program expectations, and data analysis results. Additional opportunities for achieving Induction program goals occur through regular communication and collaboration with members of the Advisory Council. At monthly Leadership Team Meetings and/or principals' meetings, the MUSD Induction Program Director and the Coordinator of the Program present relevant information. These, and other relevant stakeholders, are actively involved in the organization, coordination, and governance of the professional induction program through the Induction Advisory Council.

In a collaborative effort to create a strong culture of support, professional development opportunities are shared with candidates as well as teachers in the district. The Induction program leadership, support providers, and the Program Coordinator also communicate with the entire district through a bi-monthly newsletter.

The MUSD Induction program's planned sequence of classroom experience is described in the Program Brochure used for teacher recruitment. The MUSD Induction Program Handbook is reviewed with teachers upon entrance into the Induction program. The program handbook contains a "Year-at-a-Glance" overview of the FACT curriculum and process. A trained support provider meets weekly with the participating teacher to work on the FACT curriculum and to address other teaching issues. The FACT curriculum provides an inquiry-based formative assessment system built on the CSTP, Induction Standards and state-adopted academic student content standards.

Over the past few years, Manteca's Induction program has dealt with declining enrollment, shifting of leadership duties and personnel, and loss of funding. Through these changes, the Program sought to maintain the structure of its previous program by condensing leadership and having the Coordinator function as the Full Time Release Support Provider. There has been

some growth for the 2011-12 school year and there are now classroom-based Support Providers working with the Coordinator to provide support to the 18 new teachers in the district.

Modifications were also made by the addition of a Network Meetings schedule. These meetings focus on FACT content and were developed to ensure that candidates complete program requirements completely and in a timely manner. Year 2 candidates report that these changes are effective in providing additional support and facilitated completion of their program requirements.

Every program stakeholder group is represented on the Advisory Council, which meets twice a year. All members listed on the Advisory Council Membership Roster are also part of their own larger stakeholder groups and act as conduits of information between the council and stakeholders throughout the educational community.

The Advisory Council was suspended for 1 ½ years because of a reduction in the number of participants in Induction program. However, the Council was brought back in the middle of the 2010-11 school year. Interviews with Advisory Council members clarified the function of the council. Members review data and provide suggestions for program improvement to the coordinator and director.

Additionally, feedback is obtained regularly from candidates and support providers at every Network Meeting and Professional Development session. A clear connection between Mid-Year Portfolio Review results and the adjustments made to more effectively support the needs of the Candidates was evident from interviews conducted. The Year 2 candidates viewed the additional feedback on their portfolios as positive and necessary to their completion success.

### *Course of Study*

There is a clear connection between Teacher Preparation and Induction through the use of the bridging document. The bridging document is utilized when the candidate enters the program. It is reviewed during the first meetings with the Support Provider to provide guidance into the FACT curriculum of year one. It acts as a springboard for reflective conversation around the candidate's strengths and areas of growth. Additionally, this knowledge is used to develop an action plan for professional development that builds on skills previously demonstrated in the Teacher Preparation program.

The FACT curriculum requires on-going meetings between candidates and their support providers that focus on the CSTP, Induction Standards, and state-adopted K-12 academic content standards. These meetings provide individualized support for the candidates as they carry out the inquiry-based formative assessment activities over the course of two years.

Year 1 & 2 candidates and support providers report that the Network meetings' schedule and content, as well as the professional development offered by the Induction program directly support their Induction work. Network meetings are focused around use of FACT for candidate



demonstration and application of the induction standards. Professional Development is centered around both the induction standards and candidate-identified areas of need. Site administrators also communicate and collaborate with the Coordinator as to what areas of professional development for new teachers need to be provided.

The MUSD Induction program provides professional development for candidates directly related to the needs of English Learners and Special Populations. These professional development sessions are timed to support the work of the candidates during inquiry cycles that focus on the needs of these students. During these inquiry cycles the candidate and support provider work together to develop differentiated instruction and lesson plans that address the needs of English Learners and students with special needs. They seek out appropriate strategies, technology and materials that support the needs of all students.

The support provider observes and provides feedback to the candidate in the areas of use of appropriate pedagogical strategies, classroom management, and technology. Candidate and support provider discussions of these results, along with examination of best teaching practices determine the appropriate next steps for the candidate's growth. Candidates are also provided with several opportunities to observe their support provider and/or other veteran teachers. These observations are followed by a debriefing and reflective conversation with the observed teacher.

Candidates report that the on-going reflective discussions with their support providers brings to light important information regarding their own teaching practice, new learning, and next steps for their continued growth. Candidates also state that the requirement to observe other teachers is very beneficial as it exposes them to strategies in action and develops their network of professional support.

Personnel and site administrators work together to determine appropriate placement of new teachers/candidates. Induction program leadership collaborates with site administrators to select the best possible support provider for each candidate. Candidates state that their support providers have been well selected and match their needs, especially in that the support provider is someone experienced in their content and works at their site.

Candidates and their support providers regularly complete Induction Time Logs that document the on-going and individualized support of the candidate. Candidate interviews consistently revealed that candidates viewed their support providers as integral to their progress through the program and growth in their teaching practice.

### ***Candidate Competence***

The MUSD BTSA Induction Program documents each participating teacher's growth and improvement in his/her ability to implement the CSTP and Induction Standards beyond what was demonstrated for the preliminary credential. Review of Portfolio Assessments demonstrated a clear system of feedback for candidates to understand when they were meeting program standards and when they needed to make refinements.

The FACT curriculum requires on-going formal and informal meetings between candidates and their support providers that focus conversations on the candidates' self-assessments on the CSTP, the Induction Standards, and use of state-adopted K-12 academic content standards. In addition, the FACT curriculum requires that candidates complete three inquiries in which they explore aspects of their teaching practice. In collaboration with their support providers, they assess their practice, gather information and collaborate with colleagues. Candidates report that the inquiry benefits their teaching because of the reflective nature of the activities and discussions with their support providers.

Candidates receive information about their assessment within the program from the District Coordinator at their Orientation meeting and in writing within the Induction Program Handbook. Additionally, candidates state that they receive regular feedback on their progress in the program through the portfolio review process. Candidates also state that any questions they have about their assessment can be sent to the District Coordinator and are answered in a timely and thorough manner.

***Findings on Standards:***

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that **all program standards are met**